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ABSTRACT

Students in grades seven through nine will examine and analyze the political organization, social structure, economic life, and values of the American Colonial period in this quinmester arranged American Studies course. Since the thirteen English Colonies effected the United States development, many of our nations foundations in government, economics, and social life areas can be traced to Colonial antecedents. Course content includes outlined units on: 1) the effect of religion, nationalism, economy, and trade on sixteenth century England; 2) early attempts toward colonialization; 3) problems of survival and the success factors in the founding of Jamestown; 4) the Puritans in New England; 5) Colonial Survey; 6) economics, social, and political aspects of Colonial life; and 7) Colonial values in New England, the Middle Colonies and the Southern Colonies. A materials section of the guide lists textual materials, and alternate student and class materials. Related documents are: SO 002 708 through SO 002718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: COLONIAL AMERICA 6412.02
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DIVISION OF INSTRUCTION•1971

COLONIAL AMERICA

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by

Paul S. Hanson

for

The Division of Instruction

Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE COLONIAL PERIOD OF AMERICAN HISTORY. AN ANALYSIS OF THE POLITICAL ORGANIZATION, SOCIAL STRUCTURE, ECONOMIC LIFE, AND VALUES IN COLONIAL SOCIETY.

CLUSTER: American Studies

GRADE LEVEL: 7-9

COURSE STATUS: Elective

INDICATORS OF SUCCESS: The American Experience is recommended

COURSE RATIONALE: Almost one half of our nation's history took place in the colonial period. With this in mind, it is understandable that the settlement (founding) and daily life of the thirteen English colonies have had innumerable effects on the development of the United States. It is hoped that with this course of study the student will determine that many of our nation's foundations in the areas of government, economics, and social life can be traced to colonial antecedents.

GOALS

1. GIVEN INFORMATION ON SIXTEENTH CENTURY ENGLAND, THE STUDENT WILL INFER WHAT ENGLAND'S COURSE IN THE NEW WORLD MIGHT BE.

2. THE STUDENT WILL GATHER DATA ABOUT ENGLAND'S EARLY COLONIAL FAILURES AND THEN PROPOSE REASONS FOR THE FAILURES.

3. GIVEN A DESCRIPTION OF THE FOUNDING OF JAMESTOWN AND THE MAJOR PROBLEMS THE COLONISTS FACED IN THEIR STRUGGLE TO SURVIVE, THE STUDENT WILL PROPOSE REASONS FOR SUCCESS.

4. GIVEN DATA ABOUT THE REASONS FOR MIGRATING, THE STUDENT WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IDEA OF MULTIPLE CAUSATION.

5. AFTER COMPLETING THE STUDY OF THE SETTLEMENT OF THE THIRTEEN ENGLISH COLONIES, THE STUDENT WILL DEVISE METHODS TO SETTLE A SUCCESSFUL COLONY.

6. GIVEN INFORMATION ON EARLY AMERICAN COLONIAL LIFE, THE STUDENT WILL COMPARE COLONIAL LIFE WITH THAT OF TODAY.

7. GIVEN INFORMATION ON THE INTERESTS AND VALUES OF NEW ENGLAND, THE MIDDLE COLONIES, AND THE SOUTHERN COLONIES, THE STUDENT WILL DIFFERENTIATE AMONG THESE THREE SECTIONS.

CONTENT OUTLINE

I. Sixteenth Century England
   A. Religion
      1. The Catholic Church
      2. The Protestant Reformation in England
   B. Economy and Trade
      1. Mercantilism
      2. World Trade
   C. The Rise of English Nationalism
      1. Queen Elizabeth I
      2. Sir Francis Drake
      3. The Spanish Armada

II. Early Attempts at Colonization
   A. The Northwest Passage Syndrome
   B. Newfoundland
   C. Roanoke Island (The Lost Colony)

III. Jamestown
   A. Settlement
   B. Problem of Survival
   C. Success

IV. Puritans in New England
   A. English Background
   B. Reasons for Migration
   C. Puritans in Massachusetts
      1. Plymouth
      2. Massachusetts Bay Colony
      3. Offspring of Massachusetts

V. Colonial Survey
   A. Catholics and Maryland
   B. The Dutch and Swedes
      1. New Netherlands
      2. Delaware
      3. The English Takeover
         a. New York
         b. New Jersey
   C. The Holy Experiment
      1. The Quakers
      2. Pennsylvania
   D. The Southern Colonies
      1. The Carolinas
      2. Georgia

VI. Colonial Life
   A. Economic
      1. Agriculture
      2. Work
      3. Youthful Labor
      4. Trade and Commerce
   B. Social
      1. The Home
      2. The Family
      3. Population
      4. Social Class
      5. Education
      6. Literature and the Arts
      7. Travel and Communication
      8. Recreation
      9. Health
      10. Religion
   C. Political
      1. Colonial Government
      2. Types of Colonies
         a. Proprietor
         b. Royal
         c. Charter or Corporate

VII. Colonial Values
   A. Colonial New England
      1. The Mayflower Compact
      2. The Puritans
      3. The Old Deluder Satan Law
      4. Roger Williams
   B. The Middle Colonies
      1. William Penn
      2. Peter Zenger
      3. Ben Franklin
   C. The Southern Colonies
      1. The Maryland Toleration Act
      2. Slavery
      3. Bacon's Rebellion
      4. House of Burgesses and Patrick Henry

GOAL: GIVEN INFORMATION ON SIXTEENTH CENTURY ENGLAND, THE STUDENT WILL INFER WHAT ENGLAND'S COURSE IN THE NEW WORLD MIGHT BE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The Protestant Reformation in England	A. The student will explain how the Protestant Reformation played a part in the English colonization in America.	1. The teacher might discuss the topic of the Protestant Reformation in England. An excellent source for this is From Subject to Citizen, Unit 1, "Queen Elizabeth: Conflict and Compromise." 2. Assign students library research on the topics of Henry VIII, Catherine of Aragon, Anne Boleyn, Thomas Cardinal Wolsey, etc. and their roles in the Protestant Reformation. 3. Show filmstrip, The Elizabethan Age or Medieval and Elizabethan England. 4. Discussion Questions: a. Why did Henry VIII want a divorce? Would his reasons be grounds for divorce today? Why or why not? b. What was the reaction of the following to this divorce? 1. Catherine of Aragon 3. Spain (the King) 2. The Pope 4. England c. What were Henry's reasons for establishing the Church of England? d. What happen to the Church of England during the reign of Edward VI? Mary I? e. Explain the conflict between Elizabeth I and Mary, Queen of Scots. f. Why did Elizabeth I reestablish the Church of England? g. What effect did the Reformation have on England's position in the world? h. How did England's new position in the world lead toward commerce and colonization in the New World? 5. Have the students write an essay: "The Protestant Reformation Cast England into a New World Role." 6. Conduct a mock trial: The State (Elizabeth I) vs. Mary, Queen of Scots.
Note: Some activities presuppose reading by students. Any standard textbook may be used for presentation of data in such cases. Recommended books are listed in the Materials Section. The paperback unit, "Exploration and Colonization" from Discovering American History is highly recommended by the writer as a textual source.		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Draw an organizational chart of the Catholic Church in England and the Church of England. A good source for this is From Subject to Citizen, Unit 1, "Queen Elizabeth: Conflict and Compromise."
		8. Have students construct a line of descendents for the House of Tudor with information supplied by the teachers, indicating on the "family tree" places where Protestantism made the scene, and explain why this happened.
Rise of English Seapower	The student will discover how England became a leading sea power during the reign of Elizabeth I.	1. Show film, Sir Francis Drake: The Rise of English Seapower. #1-31042, 16 mm, 30", B.W. . Filmstrip, The Spanish Armada, Encyclopedia Britannica.
		2. Discussion Questions: a. Why did England become a sea power? b. What effect did sea power have on: (1) Nationalism? (2) Other European nations? (3) The New World? (4) Possible colonization? (5) Mercantilism? c. Cite evidence to support the hypothesis, "English sea power was established by the defeat of the Spanish Armada in 1588." d. Does sea power determine the world's leading super-power today? If not, what does?
		3. Conduct a student debate--"Resolved: England was justified in privateering against Spain."
		4. On an outline map of the world trace the exploits of Sir Francis Drake, John Cabot, Sir Martin Frobisher, and John

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Davis. How did these explorations lead to English colonization of America? 5. Culminating Activity: Have the students predict-- a. What part of the New World would England be interest in? Why? b. What wealth could England possibly gain from the New World? c. What would England's relation with other nations be? d. What might England do to guarantee her position in the Sixteenth and Seventeenth Century world?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Unsuccessful attempts at colonization	A. The students will suggest reasons for the failure of two English colonies, Newfoundland and Roanoke Island.	1. Discuss the topics of the Northwest Passage, Sir Humphrey Gilbert and his short-lived settlement at Newfoundland, and the "Lost Colony" at Roanoke Island. (Good material on this may be found in From Subject To Citizen, Unit 1, "Queen Elizabeth: Conflict and Compromise.") 2. Have students write a facsimile of a newspaper,s front page. Include news items of English explorations, search for the Northwest Passage, and the headline story on Gilbert's failure and loss at sea. (Most U.S. History texts would supply information for this.) 3. Have several students conduct library research on the "Lost Colony" at Roanoke Island and report back to class. Divide the class into groups with each group formulating theories of what happen to the Lost Colony and why it failed. Each group will share its ideas with the class--strive for a class consensus. Stress the need for evidence to support hypotheses. 4. Have the class discuss or write an essay on the possible reasons for the failures of Newfoundland and Roanoke Island. 5. Show CTA filmstrip, Roanoke Island (this is especially worthwhile for the teacher who wishes to use an inductive approach). 6. Extension Activity Have a class play or dramatization on the "Lost Colony." The students might write their own script or use From Subject To Citizen, Unit 1, "Queen Elizabeth: Conflict and Compromise" or write to: The Lost Colony Manteo, North Carolina This group produces a play and may supply you with some information. You might also try the Roanoke Island Historical Association, Manteo, North Carolina.

GOAL: GIVEN AN ACCOUNT OF THE FOUNDING OF JAMESTOWN AND THE MAJOR PROBLEMS THE COLONISTS FACED IN THEIR STRUGGLE TO SURVIVE, THE STUDENTS WILL PROPOSE REASONs FOR SUCCESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The Jamestown colonists faced many problems in their struggle to survive.	B. The students will examine the problems the Jamestown settlers had because of Indians, disease, inadequate food, bad water, poor shelter, and disagreements amongst themselves.	1. Read to the class George Percy's version of the founding of Jamestown from Lyon G. Tyler, ed., Narratives of Early Virginia, 1606-1625. This may be found in A New History of the U.S., pp. 40-44. 2. Discussion Questions a. How well prepared were the settlers for what they encountered in Virginia? b. Were the leaders and men well prepared for their roles? c. Would you have chosen May as a good month to land? Why? d. How well did the men take advantage of their new environment? e. What was George Percy's attitude toward the Indians? f. What was the Indians' attitude toward the colonists? g. Of four social processes, which would be most likely to develop after further contact between colonist and Indian? Why? (Define terms) (1) Amalgamation (Mingling of different races) (2) Assimilation (Acceptance of another's traits) (3) Accomodation (Adjust or conform) (4) Extermination (Destroy) 3. View film, Jamestown, #1-12767, 16 mm, 22" C or The Jamestown Colony, #1-12770, 16 mm, 16" C Or Show sound filmstrip, The First Settlers, Jamestown, or Jamestown, The Settlement and Its People, 4 filmstrips. 4. Have the students assume the role of a Jamestown colonist who had to endure many of the early hardships, and then write to a friend in England about your experiences. 5. Prepare a dramatization on any of the following: Pocahontas and John Smith, Fool's Gold and Gentlemen Adventures, the Starving Time.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have interested students find out the sizes of some of the ships that brought the colonists to Jamestown. Make a graph comparing the sizes of those ships with sizes of some modern ocean liners. Make another graph comparing the length of time it took to make a sea voyage in colonial times with the time it takes to make both a sea voyage and a transoceanic flight today. Also make note of the hardships of colonial times to the ease of travel today. Students might pretend they are from "Madison Avenue" and construct an advertisement for then and now. 7. Have a student or group of students construct a scale model of the James Fort. 8. Conduct a debate on the merits or demerits of the site of Jamestown.
	C. The students will explain the factors which helped the colony succeed.	1. Review with students the original plans and organization of the London Company. 2. Show filmstrip, Virginia. 3. Discuss the London Company's change in organization, private ownership of land, Virginia's money crop, the beginning of representative government, immigrants from Africa, and the shipment of wives. 4. Show the filmstrip, Jamestown. 5. Divide the class into four groups with each group responsible for the following topics: (1) Virginia and Tobacco, (2) Representative Government, (3) The Shipment of Wives, (4) and Private Ownership of Land. After research is done, have students in each group present their topic as being the most important in making Jamestown and Virginia a successful colony. Have the class discuss and conduct a vote on which topic was most important, ranking each item.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Assign: In 1957 Queen Elizabeth II and her husband visited Jamestown, Virginia. Imagine that you were her speech writer. Compose a brief address that she might have given as she stepped aboard the reconstructed Godspeed on the James River. 7. Have the students write an essay explaining why Jamestown eventually succeeded as opposed to why England's earlier attempts at colonization failed. 8. Have the student prepare a dramatization on any of the following: a. John Rolfe and Tobacco b. The House of Burgesses c. The Arrival of the First Negroes d. The Events of 1619 9. Write a colonial newspaper incorporating any or all of the events mentioned above in activity 7.

GOALS: GIVEN DATA ABOUT THE REASONS FOR MIGRATING, THE STUDENT WILL DEVELOP THE IDEA OF MULTIPLE CAUSATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
There were a number of reasons why the Puritans came to America.	A. The student will explain and give examples of multiple causation.	1. Discuss the origin and problems of the Puritans and Separatists in England. 2. Have students read, hear reports from fellow students, or listen to a lecture on the topic of the Pilgrims' and Puritans' travels and eventual settlement in America. 3. Show film, The Pilgrims, #1-12774, 20" B.W. or Pilgrims in America, #1-12780, 16 mm, 16" C, and Plymouth Colony: The First Year, #1-12787, 16 mm, 16" C or filmstrip: William Bradford: Leader of Plymouth Colony, Sound Filmstrip, Pilgrims and Puritans. 4. Read to students John Winthrop's "Arguments for Emigration" in A New History of the U.S., pp. 26-28; and "Why The Pilgrims Emigrated" in A New History of the U.S., pp 21-23. 5. Divide the class into four or more groups. Tell half the groups to look for reasons why the Pilgrims wanted to leave England for Holland and the other half to find reasons wy they hesitated to leave. Have groups report back to class and discuss reasons for and against migration. 6. Repeat the above process of group work; this time have the groups identify the Pilgrim's reasons for and against leaving Holland for America. 7. Discussion Questions: a. Did the Pilgrims leave Holland for a single reason or for several reasons? b. Would it be more difficult to leave England for Holland or Holland for America? Explain. c. Is it relatively more difficult to move from one city in the United States to another, or to move from a farm to a city?

GOALS: GIVEN INFORMATION ON COLONIAL LIFE, THE STUDENT WILL COMPARE COLONIAL LIFE WITH THAT OF TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Colonial economic life	A. The student will examine economic life in the thirteen English colonies	1. Any number of 16mm films may be shown to introduce the topic of colonial economic life: a. Colonial Life, #1-12758, 16", C. b. Colonial Life and Crafts, #1-13770 c. Colonial Life in the Middle Colonies, #1-05339, 10", BW d. Colonial Life in the South, #1-12751, 15", BW e. Colonial Shipbuilding and Trade, #1-05341, 11", C. f. Eighteenth Century Life in Colonial Williamsburg, #1-40083, 44" C. g. Planter of Colonial Virginia #1-05362, 11" BW OR Filmstrips, Life in Early America, 6 Sound filmstrips, Living in Colonial America, 6 filmstrips Living in the Colonies. 2. Read about and discuss colonial economic life (The Free and The Brave is a good source). 3. Have students conduct library research on Colonial occupations and then conduct a "What's My Line?" program. 4. On an outline map of the colonies, place the general locality where agricultural products were produced. Are these same products produced in these areas today? Why or why not? 5. Have the students find out the requirements for owning a union card in a major trade in Dade County. What are the requirements for being journeymen and apprentices? What similarities to the colonial system do you see? 6. Have students make a poster of agricultural products produced in the various sections (New England, Middle, and Southern) of the colonies. 7. Have students list as many colonial occupations as possible (From Subject to Citizen, Unit 3 "Emergence of the American"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		would be a good source for this), and then compile a newspaper of classified want ad listings. 8. Have students taking shop courses reproduce colonial tools and utensils. 9. Compare the type of work a boy or girl would do now and then. How are young people treated today compared to colonial times? 10. On a world map trace the major trade routes to and from the colonies, noting the various products involved in this trade. (Be sure to pay special attention to triangular trade).
Colonial social life	B. The student will examine social life in the thirteen colonies.	1. Assign students to complete reports on the various phases of colonial life (see content outline for suggestions), keeping in mind a comparison between then and now. Have students share these reports with their classmates. These reports may be done in the form of oral presentations, skits, posters, models, etc. 2. Show film, Eighteenth Century Life in Williamsburg, Virginia: Home Life, 16 mm, #1-13710. OR Eighteenth Century Life in Williamsburg, Virginia: Community Life, # 1-13699. OR Colonial Philadelphia, #1-04881, 10", C. OR American Literature: Colonial Times, #1-04535, 10", BW. 3. Have students research and plan a dramatization of a session in a colonial school. Compare the subjects a colonial student would study to your schedule. 4. Have students make models or drawings of methods of punishment devices such as the whipping post, ducking stool, stocks, or pillory.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. If you have a student who visited Williamsburg, he might be asked to report to class on what colonial life was like in Williamsburg. 6. Draw a floor plan and elevation of a typical colonial home. Compare it to plans and elevations of homes on sale today. 7. On a sheet of paper draw two columns. In the first column list some of the conveniences found in 20th century homes. In the second column list any item used in colonial times which would be comparable. Point out that most of the items used today in a home are manufactured by someone else, while those used by the colonists were home-made. 8. Have the students conduct a role playing situation of a colonial family at home and a modern family at home (you might need a t.v. as a prop for the latter). 9. Have some students draw cartoons on various aspects of colonial life, e.g., New England Blue Laws. 10. Assign: You are an English farmer who has lost his land because of the enclosure movement. Write a letter to a friend stating why you have decided to become an indentured servant in one of the colonies. Discuss the terms of your indenture. Tell what effect your decision will have on your family. 11. Locate important colonial cities on a map. Explain why these cities were important. Are they important urban areas today? Why or why not? 12. Draw a bar graph of colonies indicating their population growth during the colonial period. Why did some colonies grow more rapidly than others? Do the colonies which grew rapidly and had large populations enjoy the same distinction today? Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		13. On an outline map of the colonial area locate the areas of settlement of different nationalities (e.g., French, Dutch, Scotch - Irish, German, Negro slave, English). A reference for this would be The Americans, pp. 42.
		14. Construct a pie graph showing the proportion of nationalities to each other in the 13 colonies. A reference for this would be in From Subject to Citizen, Unit 4, "The Making of the American Revolution," in the section entitled "How English Were They?"
		15. Display and report on examples of colonial art. History texts, encyclopedias, and American Heritage books would be useful.
		16. Compare the way the "aristocrats" of the Southern colonies made their fortunes compared with the way those of New England or the Middle colonies made theirs. How did they differ in the way they spent their money?
Colonial political life	C. The student will examine political life in the thirteen English colonies.	1. Read about and discuss the operation of colonial government.
		2. Have the students conduct a New England town meeting. The problem under discussion might deal with Indian problems, young people not going to school or church, or passing a law to limit the speed of horses as colonists travel through the center of town.
		3. Have the students draw an organizational chart depicting the types of colonial government found in New England, the Middle Colonies, and the Southern Colonies.
		4. Have students draw a diagram of the different types of colonies. Artistic students might depict the types of colonies in cartoon form.
		5. Make two lists: one of democratic concepts found in colonial governments (e.g., representative government, power of the purse),

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		and the other of undemocratic concepts found in colonial governments (e.g., appointed royal governor, limited suffrage). 6. Conduct a debate: "Resolved: It Should be Necessary to Own Property in Order to Vote." 7. Culminating Activity: Have students write an essay on why they would or would not prefer to live during the colonial period in American history.

GOALS: GIVEN INFORMATION ON THE INTERESTS AND VALUES OF NEW ENGLAND, THE MIDDLE COLONIES, AND THE SOUTHERN COLONIES, THE STUDENT WILL DIFFERENTIATE AMONG THESE THREE SECTIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
New England Colonial values Note: The following exercise is taken from Discovering American History, Holt, Rinehart, and Winston, Inc., Unit 1, "Exploration and Colonialization," Section VII, The People of the Thirteen Colonies, pp. 55-92. Hereafter referred to as DAH, Unit 1.	A. Given several readings representing values held by the New England colonists, the student will make a generalization about New England values.	1. Reading #1 "The Mayflower Compact," DAH, Unit 1, pp. 55-57. 2. Discussion Questions: a. According to their own statements, why have the signers of the Mayflower Compact come to the New World? What do they hope to accomplish? b. What are the main promises made by everyone who signed the Mayflower Compact? c. Why did they agree to these promises? d. Who set up the "body politick" here? How could this explain the Pilgrim's willingness to make such promises? 3. Reading #2 "The Puritans." This is a general description of the general attitudes of the Puritans taken from DAH, Unit 1, pp. 57-61. 4. Show filmstrip, Massachusetts Bay: Life in Puritan New England. 5. Discussion Questions: a. Did the Puritans' reasons for coming to the New World have any effect on their actions when they arrived here? How? Can you explain this? For example, did the Puritan desire to purify the English church affect their behavior in any way? b. How can you explain the General Court's restriction of voting rights? Was it carrying out any of the Puritans' interests? c. How did the Puritan laws affect personal life? Do you feel that government laws should cover personal matters of this kind? Why do you think the Puritans approved of such laws? 6. Show filmstrip, Witches of Salem, The Salem Witchcraft, Trials. 7. Reading #3 "The Old Deluder Satan Law," DAH, Unit 1, pp. 63-64.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Discussion Questions: a. What is a law? When laws are made by a group like the General Court, what is their purpose? b. What does the Old Deluder Satan Law show you what the Massachusetts Bay colonists valued? Why did they feel that government should have a part in this? c. Compare the interests revealed in the Old Deluder Law with those found in the Mayflower Compact and in the account of the Puritans. Are there any similarities? Do you see pattern emerging that would lead you to make a hypothesis about the people of New England? Explain. 9. Show the 16 mm film, Roger Williams, Founder of Rhode Island, #1-30993, 28", BW. 10. Reading #4 "Roger Williams," DAH, Unit 1, pp. 65-68. 11. Discussion Questions: a. What did Roger Williams protest? b. Why did the Puritans and Pilgrims object to protests on these issues? Does this reveal what was important to them? Why did they go so far as to banish Williams from the colony? What does this do to the impression you have formed of the Massachusetts colonists? c. How do you account for the actions of those who helped Williams? d. What ideas or rules of conduct do you think were most important to Roger Williams? For example: How did Williams seem to feel people should behave toward government? Did this violate the ideas in the Mayflower Compact? 12. Culminating exercise: a. What does the term "to value" mean?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. What do you value? How did you decide what your values are? Why do you have these particular values? What difference does it make whether we value anything or not? Explain. c. From evidence in the preceding material, what do you think the New England colonists valued?
Middle Colonies Colonial Values	B. Given several readings representing values held by the colonists living in the Middle colonies, the student will make a generalization about the values of the Middle Colonies.	1. Reading #1 "William Penn," This is a letter from William Penn to the Indians. DAH, Unit 1, p. 68. 2. Show film, Penn, William, and the Quakers, # 1-05403, 11", BW. 3. Discussion Questions: a. What attitudes and values are reflected in Penn's letter? How do they compare with the values of New England colonists? Which New England colonist does Penn most resemble? b. How would you expect the Pennsylvania Indians to react to Penn's letter? Why? Would this differ from the attitude Indians might have toward the colonists in New England? Why? 4. Reading #2 "The Trial of Peter Zenger," DAH, Unit 1, pp. 69-74. 5. Show 16 mm film, Mightier Than the Sword: Zenger and Freedom of The Press, #1-10156, 20", BW. OR Filmstrip, Peter Zenger: Struggle For a Free Press 6. Discussion Questions: a. For what is Peter Zenger being tried? Why? b. Assume you are Peter Zenger. Write a few sentences summarizing your defense.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

c. Assume you are the colonial judge. Write a few sentences on your opinion of Peter Zenger's defense.
d. If the judge's opinion were the opinion of your government today, what effect would it have on your life? Explain.
e. Of what value today is the decision of the Peter Zenger case?

7. Invite a newspaper reporter to class and have him relate his experiences with freedom of the press today.

8. Reading #3 "Benjamin Franklin," DAH, Unit 1, pp. 75-76.

9. Show sound filmstrip, Benjamin Franklin.

10. Discussion Questions:

a. Does Franklin express any values in his prefaces to Poor Richard, or do you think he is only making jokes?
b. If Franklin had been addressing his Almanack to a group of early Massachusetts Bay Puritans, do you think he would have written prefaces like these? Can you tell anything about the values of his audience from his writing?
c. Does Franklin resemble any of the New England colonists you read about? If so, whom? Does he resemble any of the other Middle Colonies people you studied?

11. Culminating exercise:

a. Do you see any similarities between the ideas of Peter Zenger and those of Roger Williams? Are there any similarities between the reactions of the New York and Massachusetts governments toward these men? Any differences? Compare the reaction of the public. How can you explain this?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Did the people of the Middle Colonies want the same things as New Englanders? Was there any change of emphasis? c. How does the attitude toward government in the Middle Colonies compare with what you observed in the New England colonies?
Southern Colonies Colonial Values	C. Given several readings representing values held by the Southern colonists, the student will make a generalization about Southern colonial values.	1. Reading #1 "The Maryland Toleration Act," DAH, Unit 1, pp. 80-81. 2. Discussion Questions: a. What is the main point of this law? b. Why did the colonists in Maryland feel it necessary to have such a law? What does this tell you about their values? c. How do the values revealed here differ from those of the Massachusetts Bay colonists? Are there any similarities? 3. Reading #2 "Slavery," DAH, Unit 1, pp. 81-82. 4. Show film, Heritage of Slavery, Part 1, #1-31659, 27", C. OR Filmstrip, Slavery. 5. Discussion Questions: a. Who made up the slave population? Why did Southerners think separate laws were necessary for them? What attitudes does this reveal? b. Considering southern opinion of the slave population, why did Southerners want slaves at all? What does this reveal about Southern values? Did any other colonists display similar values? c. Why do you think slavery became more important in the South than elsewhere? 6. Reading #3 "Bacon's Rebellion," DAH, Unit 1, pp. 82-85.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Discussion Questions: a. Summarize the complaints of the followers of Nathaniel Bacon. b. Why did Bacon think it necessary to rebel? c. Are the ideas expressed by Bacon's followers similar to any you discovered in other sections of the colonies? Explain. How do you account for this? 8. Reading #4 "Patrick Henry and the House of Burgesses," DAH, Unit 1, pp. 85-91. 9. Show film, Williamsburg in the American Heritage, #1-12799, 20", C. 10. Discussion Questions: a. What are the basic principles behind Patrick Henry's position? Do these recall ideas other colonists expressed? Explain. b. Why do you suppose the "Tuckahoes" were slower to oppose royal authority than Patrick Henry's "up-country" followers? c. Where else in colonial history have you seen instances of colonial support for royal authority?
Comparable values of New England, Middle Colonies, and the South.	D. The student will differentiate among the values of New England, Middle Colonies, and the South.	1. Concluding Exercise: a. Compare Patrick Henry with Roger Williams, Peter Zenger, and Nathanial Bacon. (1) What do their ideas have in common? (2) Did you notice any change in the ability of a colonist to criticize his government freely in public? (3) Did the people's response to such critics change?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. What attitude toward the common man was expressed in Andrew Hamilton's speech to the jury in the Zenger trial? What attitude was evident in the behavior of Bacon and his followers? How do the ideas about the common man seem to be developing in these two cases? c. Review the interests and values of New England, the Middle Colonies, and the South. Are these three sections basically different? Explain. d. How might you explain the similarities that emerge? 2. Discuss sectionalism today. Are any of the values found in colonial America still applicable? Why or why not?

MATERIALS

I. Recommended basic textual materials

Social Studies Curriculum Program, From Subject to Citizen, Columbus, Ohio, KDI Instructional Systems, Inc., 1970.
Unit 1, "Queen Elizabeth: Conflict and Compromise"
Unit 3, "Emergence of the American"
Unit 4, "The Making of the American Revolution"

Kownslar, Allan O. and Frizzle, Donald B. Discovering American History, Unit 1, "Exploration and Colonization, 1492-1775," New York: Holt, Rinehart and Winston, Inc., 1967.

II. Alternate student and class materials

A. Textual

*Social Studies Curriculum Center, Carnegie-Mellon University, The Americans, New York: American Heritage Publishing Company, 1969.

**Fenton, Edwin, ed., A New History of the United States, New York: Holt, Rinehart and Winston, Inc., 1969.

Graff, Henry. The Free and the Brave, Chicago: Rand McNally and Company, 1968, 1970. (Regular and simplified editions)

Eibling, King, and Harlow. History of Our United States, River Forest, Illinois: Laidlaw Brothers, 1969.

*Eibling, King, Harlow, and Finkelstein. The Story of America, River Forest, Illinois: Laidlaw Brothers, 1969.

Caughey, Franklin, and May. Land of the Free, New York: Benziger, Inc., 1969.

Sandler, Rozwenc, and Martin. The People Make a Nation, Boston: Allyn and Bacon, Inc., 1971.

Chapin et al. Quest for Liberty, Chicago: Field Enterprizes Publishing Company, 1971.

Cuban and Roden. Promise of America, The Starting Line, Illinois: Scott Foresman, 1971

***Social Science Staff of the Educational Research Council of America. An Historical Community, Williamsburg, Virginia, Boston: Allyn and Bacon, Inc., 1970.

*For the slow reader **For teacher use ***Elementary

B. Audio Visual

1. 16 mm Films

Sir Francis Drake: The Rise of English Seapower, Encyclopedia Britannica, 1-31042, 30" BW.

Jamestown, Encyclopedia Britannica, 1-12767, 22" C.

The Jamestown Colony, Coronet, 1-12770, 16" C.

The Pilgrims, Encyclopedia Britannica, 1-12774, 20" BW.

Pilgrims in America, McGraw-Hill, 1-30924, 25" C.

Plymouth Colony: The First Year, Coronet, 1-12787, 16" C.

The Mayflower Story, McGraw-Hill, 1-30924, 25" C.

Colonial Living, IBF, 1-12758, 16" C.

Colonial Life and Crafts, 1-13770.

Colonial Life in the Middle Colonies, Coronet, 1-05339, 10" BW.

Colonial Life in the South, Coronet, 1-12751, 15" BW.

Colonial Shipbuilding and Trade, Coronet, 1-05341, 11" C.

Eighteenth Century Life in Colonial Williamsburg, Williamsburg, 1-40083, 44", C.

Planter of Colonial Virginia, Encyclopedia Britannica, 1-05362, 11", BW.

Eighteenth Century Life in Williamsburg, Va: Home Life, 1-13710

Eighteenth Century Life in Williamsburg, Va: Community Life, 1-13699

Colonial Philadelphia, Burnwood, 1-04881, 10" C.

American Literature: Colonial Times, 1-04535, 10" BW.

Roger Williams, Founder of Rhode Island, Encyclopedia Britannica, 1-30993, 28", BW.

Penn, Williams and the Quakers, Coronet, 1-05403, 11", BW.

Mightier Than the Sword: Zenger and Freedom of The Press, TFC, 1-10156, 20", BW.

Heritage of Slavery, Part 1, CBS, 1-31659, 27" C.

Heritage of Slavery, Part 2, CBS, 1-31664, 26" C.

History of The Negro in America - 1619-1860: Out of Slavery, McGraw-Hill # 1-13514, 20", BW.

2. Filmstrips

a. Roanoke Island, Critical Thinking Activities
b. The First Settlers, Jamestown, Society For Visual Education
c. Jamestown, CTA
d. Pilgrims and Puritans, S.V.E.
e. Plymouth Colony, CTA
f. The Dutch, English, French, and Spanish Colonists, S.V.E.
g. The Beginning of a New Nation, Eye Gate House
h. If You Were a Colonist, Filmstrip House
i. Earning a Living in The Colonies, Popular Science
j. Witches of Salem, CTA
k. Benjamin Franklin, Guidance Associates
l. Slavery, CTA
m. Life in Early America, Encyclopedia Britannica, 6 sound filmstrips
n. Jamestown: The Settlement and its People, Encyclopedia Britannica, 4 filmstrips.
o. The Spanish Armada, Encyclopedia Britannica
p. Peter Zenger: Struggle For a Free Press, Encyclopedia Britannica
q. William Bradford: Leader of Plymouth Colony, Encyclopedia Britannica
r. Massachusetts Bay: Life in Puritan New England, Encyclopedia Britannica
s. The Salem Witchcraft Trials, Encyclopedia Britannica
t. Virginia, Filmstrip House
u. Living in Colonial America, Imperial Film Company, 6 filmstrips.
v. The Elizabethan Age, Multi-Media Productions, 2 sound filmstrips
w. Medieval and Elizabethan England, Filmstrip House.